

From: Duane Campbell [<mailto:campd22702@gmail.com>]

Sent: Thursday, October 01, 2015 3:20 PM

To: Kenneth McDonald

Subject: H/SS Framework draft - error

Hello Kenneth.

I have read and continue to read the draft History/Social Science Framework that will be sent to the QIM Commission on Oct.8.

The ideas are good. However, there is a merged sentence that is not accurate. Historian Carlos Muñoz pointed this out to me.

I noted an inaccuracy in the 2nd sentence connecting the high school walk outs with the Chicano Moratorium. There was no connection. They dealt with different issues. The Moratorium was specifically a protest against the War in Vietnam. I would delete the first part of that sentence because the 1968 student walkouts are mentioned in the third sentence. The second sentence can start with "The famed Chicano Moratorium in Los Angeles in 1970 protested the war in Vietnam and Chicano/a activists formed a number of organizations....."

The draft says,

For example, from 1969 through 1971 American Indian activists occupied Alcatraz Island; while in 1972 and 1973, American Indian Movement (AIM) activists took over the Bureau of Indian Affairs building in Washington, D.C. and held a stand-off at Wounded Knee, South Dakota. Meanwhile, Chicano/a activists staged student walkouts in high schools around the country like the famed Chicano Moratorium in Los Angeles in 1970, protested the war in Vietnam, and formed a number of organizations to address economic and social inequalities as well as police brutality, and energized cultural pride. Students should learn about the emergence and trajectory of the Chicano civil rights movement by focusing on key groups, events, documents such as the 1968 walkout or "blowout" by approximately 15,000 high school students in East Los Angeles to advocate for improved educational opportunities and protest against racial discrimination, the El Plan de Aztlán, which called for the decolonization of the Mexican

American people; El Plan de Santa Barbara, which called for the establishment of Chicano studies; and the formation of the Chicano

Suggested edit.

For example, from 1969 through 1971 American Indian activists occupied Alcatraz Island; while in 1972 and 1973, American Indian Movement (AIM) activists took over the Bureau of Indian Affairs building in Washington, D.C. and held a stand-off at Wounded Knee, South Dakota. Meanwhile, Chicano/a activists staged (///student walkouts in high schools/// out) protests around the country like the famed Chicano Moratorium in Los Angeles in 1970() **that protested** the war in Vietnam, and formed a number of organizations to address economic and social inequalities as well as police brutality, and energized cultural pride. Students should learn about the emergence and trajectory of the Chicano civil rights movement by focusing on key groups, events, documents such as the 1968 walkout or “blowout” by approximately 15,000 high school students in East Los Angeles to advocate for improved educational opportunities and protest against racial discrimination, the El Plan de Aztlán, which called for the decolonization of the Mexican American people; El Plan de Santa Barbara, which called for the establishment of Chicano studies; and the formation of the Chicano

I hope that this is helpful.

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